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| **Notes:**   * Middle school level 1 teachers would agree to cover the high school topics, but would have time to either expand on the themes or time for additional themes not addressed at the high school level. * The themes listed below are not listed in any particular order, but the first theme was the one that seemed best designed to get to know the students in ways that might make connections to topics on previous levels. * I wrote essential questions as examples. They should be revisited as the content of the unit is finalized and when materials are selected. * Remember that all units end with an Integrated Performance Assessment – a performance task that replicates a real-life task. I encourage you to build electronic portfolios to document student work if at all possible. * Middle and high school teachers should agree on grading categories and percents and should use the same rubrics for at least 1 and 2. | | | | |
| **Spanish for Spanish Speakers 1** | | | | |
| **Theme** | **AP Theme** | **Essential Question** | **Unit Content** | **Current Materials / Resources** |
| **Heroism** | Personal and Public Identities | Who is a hero? | personal characteristics, altruism, volunteerism, historical heroes, celebrities,  superheroes, CNN hispanic heroes | Oscar de la Rente  El Cid, Narnia, CNN Heroes, Unavision – Spanish Heritage Month, online reading –hero/anti-hero, The Glass of Milk, Menchu (Nobel Peace Prize), Chavez |
| **Family Structures** | Family and Communities | Who is my family? | family, personal family, family traditions and celebrations, ancestry, heritage, importance of family, multigenerational issues, siblings, sibling birth order | Day of the Dead, informational movie, coat of arms reflecting them and their family, coat of arms story, House on Mango Street, How the Garcia Girls Lost Their Accents (excerpt), Trato Hecho, |
| **Storytelling** | Beauty and Aesthetics | Why are stories important? | myths, legends, urban legends, use of story to impact beliefs, to persuade, elements of a good story, fantasy | elements of a story introduced or reinforced, **Carta a una señorita en Paris**, Untold Story of Christopher Columbus, |
| **Community** | Family and Communities | What is an ideal community? | environment, community issues, Hispanic influence in communities, non-profit | When I Was PR, Viva Cuba (movie),  (maybe) The Glass of Milk |
| **Music and Art** | Beauty and Aesthetics | How do music and art reflect society? | genres of music, connections between art and music, historical influences of music | middle school textbook |
| **Identity** | Personal and Public Identities | Who am I? | multicultural, multilingual, multigenerational, alienation, stereotyping, clics, bullying, upstander, bystander, gender, setting goals | Los Chicos |

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| **Notes:** | | | | |
| **Spanish for Spanish Speakers 2** | | | | |
| **Topic** | **AP Theme** | **Essential Question** | **Unit Content** | **Current Materials / Resources** |
| **Memories** | Families and Communities | Why is it important to remember? | personal stories, collections, momentos, culture of souvenirs, museums, one man’s trash, another man’s treasure, what stuff says about us |  |
| **Literacy** | Global Challenges | What does it mean to be educated? | right to education, basic human right, educational systems and institutions, independent learning, impact of illiteracy, | Frida Kahlo |
| **The Art of Food** |  |  |  |  |
| **Wellness** | Global Challenges  Contemporary Life | What does it mean to be healthy? | health issues, daily routines, diet, current health issues in society, access to health care, community support, motivation, technology |  |
| **Conflict and Revolution** | Global Challenges | What causes  disagreements? | historical perspectives, personal conflicts – adult/child, role of freedom, reasons for revolution, conflict management, resolution, negotiation |  |
| **Love and Friendship** | Families and Communities | What is love? | key couples, current relationships, characteristics of love, celebration of love/marriage in different cultures, symbols of love, qualities of a good relationship/poor relationship |  |

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| **Note:**  This course may or may not be the first course for dual credit. This was a conversation that was still on the table. The advantage was that it would be attractive to students and might motivate them to continue language sequence. The disadvantage was that no credit would be available in Senior year. | | | | |
| **Spanish for Spanish Speakers 3** | | | | |
| **Topic** | **AP Theme** | **Essential Question** | **Unit Content** | **Current Materials / Resources** |
| **The Hispanic Experience** | Family and Community | What is my story? | collective and individual stories, how linguistic and cultural background creates identity |  |
| **Gender Equity** | Global Challenges | What is equality? | right to education, roles, basic human rights, women/men in media, life expectancy | Frida Kahlo |
| **Fact or Fiction?** | Contemporary Life | What is a fact? |  |  |
| **Poverty** | Global Challenges | What is poverty? | traits associated with poverty, conditions of poverty, success stories, deprivation |  |
| **Exploration** | Science and Technology | Why does man explore? | exploration, current and past explorations, curiosity, personal exploration, planned exploration, space exploration, etc. |  |
| **The Future is Now** | Contemporary Life | Why is work important? What makes work fun? | current and future careers, job vs. career, interest inventories, preparation of college application, resume, interview formats, formal register for letters |  |

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| **Note:** | | | | |
| **AP Spanish for Spanish Speakers (dual credit)** | | | | |
| **Topic** | **AP Theme** | **Essential Question** | **Unit Content** | **Current Materials / Resources** |
| **International Diplomacy** | Global Challenges  Contemporary Life | What does it take to foster good international relationships? | international relationships, who’s who in the world, international trade, currency, |  |
| **Class as Identity** | Personal and Public Identities | Does class matter? | alienation, assimilation, discrimination, |  |
| **Freedom** | Global Challenges | What are the responsibilities of freedom? | government systems, basic rights – freedom of press, religion, speech, liberty, human dignity, feeling trapped |  |
| **Social Media** | Contemporary Life | What role does media play? | public and private identity, impact of social media, censorship, sensationalism, responsible press |  |
| **Solutions** | Global Challenges | What can I do to improve my world? | identification and selection of problem to study, telling the story, point of view, internet research, development of proposal for possible solution |  |
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